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Faculty Senate Monthly Packet November 1981

Portland State University Faculty Senate

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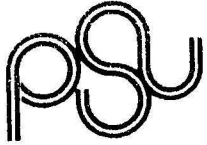
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portland state university

MEMORANDUM

TO Senators and Ex-officio Members of the Senate DATE October 21, 1981
FROM Ulrich H. Hardt, Secretary of the Faculty

The Senate will hold its regular meeting on Monday, November 2, 1981, at 3:00 p.m. in 150 Cramer Hall.

Agenda:

- A. Roll
- *B. Approval of the Minutes of the October 5, 1981, Meeting
- C. Announcements and Communications from the Floor
- D. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- E. Reports from the Officers of Administration and Committees
 - 1. Registration Up-date -- President Blumel
 - *2. Ad hoc Committee on Instructional Media -- West
 - 3. Educational Policies Committee -- Moseley
- F. Unfinished Business -- none
- G. New Business
 - *1. Curriculum Committee Course and Program Proposals -- Tang
 - *2. Graduate Council Course and Program Proposals -- Johnson
- H. Adjournment

*The following documents are included with this mailing:

- B Minutes of October 5, 1981, Senate Meeting
- E2 Ad hoc Committee on Instructional Media**
- G1 Curriculum Committee Course and Program Proposals**
- G2 Graduate Council Course and Program Proposals**

} Senators are asked to bring these again to the December 7 meeting.

**Included for Senators and Ex-officio Members only.

Senators unable to attend the meeting should pass this mailing on to their alternates.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, October 5, 1981
Presiding Officer: Mary Cumpston
Secretary: Ulrich H. Hardt
Members Present: Abbott, Alexander, Bates, Beattie, Beeson, Bennett, Bingham, Bjork, Breedlove, Brenner, Brooke, Bruseau, Buell, Bunch, Burden, Chapman, Chino, Conroy, Cumpston, Daily, Dart, Diman, Dressler, Dueker, Dunbar, Enneking, Erdman, Feldesman, Goekjian, Goslin, Grimes, Hales, Heflin, Heneghan, Heyden, Holloway, Jackson, Jenkins, Karant-Nunn, Kimball, Kimbrell, Lehman, McMahon, Midson, Moor, Muller, Nussbaum, L., Nussbaum, R., Oh, Pinamonti, Patton, Peterson, Rad, Savery, Scheans, Shimada, Sonnen, Swanson, Tuttle, Youngelson, Waldroff, White, Williams
Alternates Present: Petersen for Clark
Members Absent: Bierman, Burns, Kirrie
Ex-officio Members Present: Barta, Blumel, Corn, Dobson, Erzurumlu, Forbes, Gruber, Hardt, Harris, Hoffmann, Howard, Leu, Morris, Nicholas, Parker, Pfingsten, Rauch, Ross, Schendel, Todd, Toulan, Trudeau, Vant Slot, Williams

APPROVAL OF MINUTES

The minutes of the June 1 and August 11 Senate meetings were approved, and Tate was marked as being present at the August meeting.

ANNOUNCEMENTS

1. Cumpston announced that 43 Senators still needed to hand in names of their alternates to the Secretary. She reminded Senators that they should identify themselves when speaking on the floor and write out any motions they might make and pass them to the head table. This year, as before, K-House extends an invitation to the Senate for sherry following each month's meeting.
2. Moor gave a collective bargaining report. Negotiations ended, with the help of a mediator, in mid-August. Two of the main provisions, post-tenure review and discipline, were brought to the table by the Administration; AAUP would have preferred to leave these in the hands of the Senate but dealt with them as elected representatives of the faculty in matters of employment relations. He said that despite a largely favorable vote to ratify the agreement, the overall contract seemed unsatisfactory to some. He admitted that the main advances on behalf of the faculty are not yet accomplished, inasmuch as they are promises in memoranda of understanding to make recommendations to the Board regarding sabbatical leave compensation and funding of merit raises; however, AAUP is counting on the good faith of the Administration. Moor expressed disappointment in the way negotiations had gone this year. Most keenly felt was a failure to engage seriously in a rational attempt to state and solve problems. Successes came almost entirely at the end of negotiation and were brought about largely through the bartering of the mediator rather than by discussing matters face to face. In this respect the negotiations of two years ago were much more satisfactory. AAUP is committed to extend collegiality to decisions regarding terms and conditions of employment, rather than to abandon it in favor of manipulation or coercion, and Moor hoped his successor will be able to report that. Blumel responded by saying that he wanted to make some observations about the process of collective bargaining in view of the comments made by Moor. He admitted that we have different perceptions from different perspectives about how that process

works or did work, and he agreed that from his own and the point of view of the bargaining team it had not been as successful as they had hoped it would be. He said that both sides of the table are obligated to look at the process and where the flaws were. Some of the publications circulated on campus have suggested personal conflicts and an intransigent position on the part of the Administration and have suggested that new requirements and disciplines were being imposed on the faculty. Blumel saw those as incorrect perceptions. He said that for some years now the University has hoped for an acceptable peer-review process, a post-tenure-review process, which will be the single most important thing in protecting the institution of tenure in the long run. He assessed that a credible beginning toward that was made in the collective bargaining agreement. He thought that part of our problem was attributable to differences of perceptions on the part of some of the principals as to how collective bargaining can and should be conducted. Blumel emphasized that it is always his hope that it can be done in a rational and collegial way, but that requires a certain kind of organization and decision-making process on the part of both parties in the bargaining process. That has not always existed, and he suggested that the two parties need to get together and critique the process in order to help create a climate that will be more favorable in the future. Finally, he pointed out that we need to understand that there are inherent elements of disagreement, of conflict, compromise and negotiation in collective bargaining; that is, after all, what it is all about. He said that the Administration is willing to go the extra step to make that process work better, and he is persuaded that the Association is willing to do that too.

3. Bunch reported on the major issues of the IFS meeting held in LaGrande. A Washington Consulting Service, hired to assist with the search for a new Chancellor, gave its criteria for selecting the new administrator. Among them are that the person ought to be one from outside the system, who has a commitment to a decentraliz system, is an articulate spokesperson, comfortable with collective bargaining; the person should first be an educator but one who is politically sensitive and fiscally sophisticated and who has managerial skills and is able to function with a wide range of institutions and programs. The IFS added to that the need to select a person with some vision and the ability to mobilize people and move them toward goals. The plan is to have the list of candidates reduced to 8-10 by January 25 and further reduced to 3-5 finalists by February 10. Campus interviews will be conducted until March 10 which will be followed by the Search Committee's home-site visits of the three finalists. The Committee's recommendation will be made to the Board by March 19. Faculty will be given opportunity for input, and Larry Price, UO, is the IFS representative on the Search Committee.

IFS also discussed the Extendable Contract and voiced its concern about the extension of this concept to all units. There was a question whether the OAR's have to be changed at all to accommodate the local problems at SOSU. A question was raised whether faculty rights and prerogatives functional during the Regular Session also pertains during Summer Session. IFS has asked the Board for an interpretation. Bunch also reported on WOSC faculty's rejection of their President's handling of their financial crisis. Faculty groups are now meeting to advise the President that the \$400,000 cuts should be administered proportionately between faculty and administration. Apparently 1/3 of the Education faculty is slated for elimination according to the President's plan. The OSU Senate has created a Fiscal Emergency Group which is recommending to President McVicar an approach to cutting based on whether the faculty or programs have a clear and important role in the central missions of the University and are not duplicated elsewhere in the State. Board faculty participation in OSU decision-making is being sought.

Bjork asked whether any consideration had been given to what the impact in the State would be if the Chancellor were not replaced, and he cited Washington as an example

where the system seems to be functioning well without a chancellor. Bunch replied that this issue had not been brought up.

QUESTION PERIOD

Cumpston explained that many questions for administrators submitted in the name of the Steering Committee were actually not generated by the Committee but were asked by people who wished to remain anonymous. The Steering Committee is willing to continue to do that.

1. Questions for Administrators

a. Dobson replied to her question regarding the monitoring of DCE that that Division does not at this moment officially report to her. However, she pointed out that the establishment and monitoring of academic standards at Portland State University and in most institutions of higher education is the primary responsibility of the faculty, while the Office of Academic Affairs acts to assist in the enforcement of policies and procedures set forth and adopted by the faculty. In this regard, administrators within the Office of Academic Affairs have continuously referred problems relating to academic standards and responsibility to appropriate personnel within the academic unit where problems have been identified--as well as referred problems or general concerns regarding these matters to appropriate faculty committees.

She pointed out that there have been times when administrators from OAA have offended individual or department faculty members when communications have been transmitted regarding the flagging of apparent disregard of academic responsibility, and she urged the Senate to place on a future agenda a debate over the extent of control and initiative administrators should assume or delegate in imposing changes in academic policy and monitoring procedures. Dobson reminded the Senate that Dean Heath had spent considerable time addressing his concern regarding the disregard of academic responsibility in the recent case, and she assured the Senate that the new Dean Williams will continue the maintenance of high academic standards. Academic units need to adopt guidelines as the Academic Requirements Committee did last March. These guidelines specifically state "The academic unit offering any credit course--whether offered on or off campus--is responsible for the academic quality of the course, this includes, but is not limited to, approval of course content and course instructor, post-evaluation of the course, and determination of whether the course should be offered for graduate credit."

Dobson concluded by announcing that a serious review of the DCE organizational and administrative structures will be undertaken during this academic year, as part of the short- and long-range academic planning activities currently under way and coordinated by OAA. Further she reported that public barometers appear to indicate a growing public respect for the credibility of this University and its academic excellence. Heath said that he was stunned when he read the question posed for Dobson, because he cannot understand why faculty and departments cannot understand that it is they who control every DCE class. DCE cannot offer a course unless a department approves it, and it seems sensible that once a course has been approved it would also be monitored by that department. If the course is not good, it should be discontinued; a DCE course can and should be as good as any other PSU class. It is clearly the responsibility of the dean of divisions and of department heads and faculty to set standards and to enforce them rather than to leave that responsibility to OAA. Karant-Nunn wanted to know if DCE now was completely integrated with PSU that only PSU departments can give approval of courses. Heath said that DCE courses can still be sponsored through other schools; there is a proviso in the guidelines issued last March that says that residence credits through PSU are only PSU-approved

courses. Karant-Nunn pursued her question and asked if only PSU departments can approve DCE courses. Heath said yes, as far as he knew, and Nicholas agreed. Kimbrell took issue with that and cited a case where he had disapproved a certain artist for a course; they simply went to Eastern Oregon and got this course approved. Nicholas explained that the guidelines provide that each institution may have its own division of continuing education. By the same token, the notice from the Chancellor's office specifies that when one institution for one reason or another finds a course that is solid but unacceptable to that institution it is to turn that inquiry over to another school. A certain amount of personality comes into play in these cases. The course in question was acceptable to another department head and therefore was offered in the Portland area by EOSC's DCE. Blumel said that there are many DCE courses being offered in the Portland area, and the problem is distinguishing which are offered by PSU and which are not. Nicholas added that another problem is that other institutions may in fact hire PSU faculty to teach those courses.

b. Blumel reported that the administrative reviews conducted by OAA have been completed; formal reports have been written and discussed with the affected administrators. Those reviews conducted by the President's Office have gone through the interview and input process, but the formal written documents are not yet completed. There has been very substantial faculty input into all of those reviews. The reviews are not accessible; they are a part of the personnel records of the affected persons and are legally protected by the same provisions that protect faculty from disclosure of personnel matters.

c. Blumel said that the question regarding faculty morale on campus is as difficult a question as he has ever been asked. He admitted that morale is a concern of all, especially during periods of retrenchment when we confront a whole new set of circumstances. There is an inevitable deterioration of morale during periods of retrenchment. The issue is trying to keep that from being self-feeding. Three principles are generally talked about: 1) Don't try gimmicky things to try to bolster morale; they are regarded as phony and will not work; 2) Don't create false expectations or try to pretend that the problem really isn't there, and 3) Be as open, available and outgoing in providing information about the real circumstances as it is possible to be. PSU has tried to approach the current situation in this way. Other things can be done to enhance morale; greater attempts can be made to recognize the contributions of various people in the institution to the University, and Vant Slot and his people are working on methods of giving greater visibility and recognition to the accomplishments that go on and are very positive. Blumel welcomed suggestions on specific programs and practices that might be instituted under these circumstances to bolster people's confidence, morale, their commitment and faith in the future of the University.

d. Todd responded to the following question submitted to him but not appearing on the agenda: "How does PSU's Phased/Early Retirement Program compare with those offered at other institutions?" He began his 18-minute response by setting straight several misrepresentations published in the September 29 AAUP Newsletter and then reviewed his survey of similar programs at eight other public institutions, saying that only two offer both early and phased programs. He also compared PSU's plan with the one proposed at UO but still to be approved by the Chancellor's office. Copies of his report are available in his office or the Secretary's.

Dart identified himself as the person responsible for the misrepresentations in the AAUP Newsletter report. He said that the main difference between his view and Vice President Todd's is that the Vice President thinks it is a good program while Dart thinks it can be a good program if three main points were to be included:

1) elimination of the part-time limited employment so that the full bonus could be attained and the person could teach on to the compulsory retirement age; 2) assurance that the University and Chancellor would move to gain legislative approval for the payment of health and dental insurance premiums for those employed less than 50 percent, and 3) a clear statement of amenities available for the early retirees. Dart felt that these modest changes would make a big difference to the potential participants in a program of this sort.

REPORTS FROM OFFICERS OF THE ADMINISTRATION

President Blumel gave a fall quarter registration report. Through Friday, October 2, fees paid were down 7.2 percent from last year, a substantial reduction. He anticipated enrollment to be down in excess of 5 percent for this fall. Other institutions reporting drops also are WOSC with more than 6 percent, SOSC with almost 5 percent, and UO between 2.5-3 percent. OSU is roughly equal to last year, and OIT is up 2-3 percent. No report is available from EOSC. Buell asked if PSU's larger drop could be related to the larger budget cuts, but Blumel said that 1) in his mind it is clearly a matter of cost differences which explains why even a large number of transfer students is registering in community colleges, 2) PSU has restricted enrollment in high-demand areas which has caused a greater drop in enrollment than we ought to have had this year. He referred to the continual question of where cut-backs ought to occur, in the professional programs or in the liberal arts; manifestly, when we restrict access in the high-demand areas, we are going to cut back enrollment which will cause further budget cuts. Blumel suggested that we may have gone further in restricting enrollment in the high student demand areas than we should have done. A third factor in the drop may be PSU's greater exposure, an inevitable consequence of an open system of discussions of budget curtailments, which has created some uncertainty in the minds of students as to the future availability of courses and programs at the University.

NEW BUSINESS

1. Rose presented the three recommendations for changes to degree requirements by the Academic Requirements Committee. Midson/Conroy moved and seconded to accept all three recommendations. White moved that the items be considered separately, but the motion lost. Midson explained that ARC wanted to state PSU's requirements in a positive term rather than stating someone else's requirements in a negative way. White spoke in favor of adopting points one and two; however, he saw two problems with point number three: 1) lower- and upper-division designations of courses are sometimes difficult to justify, 2) we should retain the option of suggesting lower-division work to transfer students, e.g., work in foreign language or mathematics. Requiring that 72 credits must be upper division would severely limit such possibilities. White/Lehman moved, therefore, to separate point three from the other two points. The motion passed.

White/Buell moved the adoption of items one and two, and the motion was passed unanimously. Midson/Brooke moved the adoption of item three. Diman wondered what the average number of upper division hours of graduating PSU students is, and Midson replied that a 30 percent sample of the 265 students who graduated from PSU with their first baccalaureate degree in winter term 1981 showed that 54 percent had an excess of 72 hours of post-admission, upper-division PSU credits. The remaining 46 percent took an average of 94 credits at PSU and 64 percent of those were upper division (or 56 hours); to this must be added an unknown proportion of upper division hours from their transferred credits. Dressler supported White in calling for a defeat of the motion in order to give students a wider option of course work. Midson said that faculty polled overwhelmingly agreed that more upper division work should be required. The motion was passed.

2. R. Nussbaum presented the AAUP Budget Reduction Recommendation, saying that it was the result of sensitive discussions. He pointed out that the spirit of the position is not directed at President Blumel and the President understands that. Rather the spirit of this position is that we direct ourselves to the State Board in repeating what has been stressed in many discussions with legislators, namely that the State System should look at its total operation, and therefore it should not allocate the cuts in such a way as to force one institution into a much worse financial situation than the other two major universities. R. Nussbaum/Bunch moved "that the Faculty Senate expresses its support for the spirit of the position detailed in G-2, Number 1, and that the President be requested to convey this position to the State Board of Higher Education." Karant-Nunn wanted to know if the President felt that PSU had been discriminated against and was more disadvantaged than the other universities. Blumel responded that he would not argue against a position which says we ought to examine whether resources have been appropriately allocated in the State System. He favored that and intends to ask that himself. He pointed out that we would have to examine the details of the budgets of the other institutions ourselves to see if we were more disadvantaged. We do know that there are some elements in the way things are done at the other institutions which create some differences, and we ought to be aware of them. 1) The research operations at the other two universities are vastly larger than at PSU; the indirect cost recovery from grants and contracts at PSU is budgeted for about \$800,000 while UO's is at \$3.5 million and OSU's at \$5.5 million. That provides for greater flexibility at the other institutions than we have here. 2) The much greater use of graduate assistants and the opportunity to reduce in those areas which does not involve reductions in tenure-related faculty, and 3) the much larger use of fixed-term appointments at the other two universities provides a degree of flexibility which PSU simply does not have in this situation.

To that must be added the greater costs involved in providing education to a high proportion of part-time students. The University received recognition of that in the proposed budget which was of course not funded because of the cutbacks. Blumel's anticipation is that the Chancellor's position will be that they will look at it in the context of the plans coming from the institutions and make an independent set of recommendations to the Board based upon what they see at that time. All institutions operate under the same funding formulas, but elements of differences among the institutions must be identified. A case can also be made that when an institution is developing, the formulas do not work as well as they do in a fully developed institution, and the need for resources is greater, and some recognition should be given to that. Blumel stressed that we must also take into account the range of programs available to various institutions given the kind of clientele they have. PSU's range of programs is a fairly spare one, given the size and diversity of our clientele. All of these are considerations which he hopes the State Board would look at in its budget considerations. Kimbrell pointed out that the question of timing is another problem, and he wondered if the President would have declared exigency had there not been a contract with a local AAUP representative. Blumel said a declaration would have had to be made, because the issue there is whether you delay lay-offs for part of another year by giving 12 months notice, and thereby requiring additional budget cutbacks for the second year of the biennium over the ones already outlined in the provisional plan.

Beeson wanted to know if passage of this motion by the Senate would strengthen the position of the President in making that argument. Blumel said that it was very hard to make a judgment of the political reaction; certainly it will not hurt, and it is an expression of the Faculty. Barta, ASPSU President, read the following resolution passed by the Governing Committee of ASPSU earlier in the afternoon and supporting the AAUP motion:

"The Governing Committee of the Associated Students of Portland State University, on behalf of recognized student government, endorses and supports the resolution adopted by the Portland State University chapter of the American Association of University Professors' Executive Council, whose resolution rejects President Blumel's declaration of financial exigency.

Since the Oregon State System of Higher Education has not declared statewide exigency, it is inappropriate that PSU should sacrifice quality programs and skilled faculty which provide the diversity necessary to the survival of our university.

Portland State is a unique, but equal, component of the Oregon State System of Higher Education. PSU's contribution to higher education is no less important than that of any other institution, and the future of PSU must not be placed on a weaker footing than the future of other institutions of higher education, particularly by harmful declarations which are prematurely self-inflicted."

Brenner thought that there were two elements in AAUP's proposal. One of them has to do with an exhaustive examination of the differences between institutions' funding; he pointed out that we are all too familiar with the fact that things are unbelievably different. The second element is the rescinding of the declaration of exigency because we failed to have the Chancellor's Office and the State System do the kind of analysis that is necessary. He agreed that such an analysis is needed, but given the legislature's directive and the direct orders of the Chancellor to produce a plan which is consistent with the program reductions implicit from the reduced resources identified by the legislative subcommittee, we cannot launch into such an analysis. The difficulty is that PSU must present such a plan by November 1, and there is not enough time to go through such a thorough examination of the entire State System and have the results back in time for each of the institutions to use in the proposal of their plans by November 1. Brenner said this motion asks the President to take an untenable position, given the financial situation and the order to cut the budget an additional 4 percent for the second biennium. Rescinding the declaration of financial exigency would be viewed by the community as a unwillingness to face certain kinds of reality and an inability to make up our minds. Buell commented that it was hard to be consistent. Before he had urged an early declaration; however, now he said he would vote for the motion rescinding the declaration, because not supporting it would mean that we accepted the idea of being bankrupt. He thought that voting for the motion would attract attention and would give a clear signal to the community and media that we don't like being bankrupt. R. Nussbaum pointed out that the motion asks the Senate to support the spirit of the AAUP position in order to avoid forcing Senators to agree with any particular sentence out of the resolution. The spirit is the question that is related to the unequal treatment of this institution and its relation to the System as a whole. Whether or not it is practical for the President to rescind declaration of exigency is a question of political issue, and Nussbaum did not want to propose that the Senate word by word agree with the recommendation that was specifically made and quite consciously by the AAUP. The motion passed.

R. Nussbaum/Beeson moved the adoption of parts 2 and 3 on the AAUP document G-2, both dealing with early and partial retirement and benefits associated with it. This was the identical motion presented by the Advisory Council in G-3 as Motion 2. The motion passed unanimously.

3. Beeson/R. Nussbaum moved the adoption of Motion 1 on the Advisory Council's document G-3 dealing with the delay of the effects of possible cuts. The Advisory Council presented this motion under its charge to make recommendations on faculty welfare to the President and/or Senate. Beeson said that the Council sought the support of the faculty to try to ameliorate some of the problems in the specific departments that have to undergo serious reductions or eliminations. It may mean that some departments suffer a little bit for a period of time until the plans are worked out, but it is the least we can do. Obviously there is a trade-off in this, but the impact of a rapid loss of jobs on faculty morale would warrant passing this motion. Brenner spoke against the motion for the following reasons: 1) It refers to certain unspecified events like retirements or voluntary resignation "over a period of relatively few years." He asked what effects that would have on tenure decisions and speculated that some young instructors may be denied tenure in order to avoid laying off an already tenured person. 2) He indentified three negative impacts of an approach which guarantees that retirements will occur in a few years and that these vacancies would be used to meet the department's reduction goals. It places an undue pressure on senior professors to retire, based on their loyalty to the department rather than on their own desire; such a guarantee may be legally unenforcable because it may border on coercion to retire; the morality of such a proposal is questionable, as recent studies have shown that the life expectancy of forced retirees is lower than for people who continue working on their job or who truly retire voluntarily. 3) The plan fails to take into consideration the work load levels or accreditation problem of departments with "current vacancies." Departments with high student/teacher ratios may find themselves in an unmanageable situation. Loss of a skill in a department essential to its accreditation may result in loss of accreditation. 4) PSU has not heeded historical warnings. As enrollments have shifted over the past ten years, we hired some new faculty but retained all others, and departments with declining enrollments and stable staff sizes found themselves giving a broad range of classes to a declining number of students while colleagues in other departments could staff only required courses and a limited number of electives. The call at that time to share the burden through phased reallocations fell on fairly deaf ears. 5) Implicit in the motion is that only termination creates pain. Brenner contended that things like large classes, inadequate salaries, narrow program offerings, lack of money for research and travel, and ancient equipment create their own burden for faculty and students and must be addressed by any plan which is implemented. There being no other discussion, the question was called for, and the motion failed.

ADJOURNMENT

The meeting was adjourned at 5:32 p.m.

Report of the Ad-Hoc Committee on Instructional Media

Franklin C. West, Chairperson *F.C. West*

In the spring of 1981 an ad-hoc committee consisting of Franklin C. West (HST), Mary Grimes (CST), Michael Gould (FL), Carroll P. Gorg (DCE), and K. Ellsworth Payne (BIO) was appointed to assess the place of instructional media throughout the University. It was charged "to recommend whether, or if, there should be: 1. a separate faculty advisory committee for instructional media services, or 2. a specific charge to the existing Library Committee concerning instructional media," with a report due not later than the end of Fall term.

Committee members surveyed the current availability of instructional media on campus and patterns of use by the various academic and service units. The need to plan for the introduction of increasingly sophisticated methods of transmitting information and instruction was recognized. As a result of their deliberations, the committee members voted unanimously to recommend the establishment of a permanent faculty advisory Committee on Instructional Media.

The committee considered, but decided against the second option presented in the formal charge. The existing Library Committee is relatively large and tends to be composed of individuals primarily interested in allocations for books and printed materials. If the Library Committee were given a specific charge to deal with instructional media, it seems unlikely that they would have the time and energy needed to do the work. To increase the size of the existing Library Committee by appointing several members of the faculty who have a strong interest in instructional media is probably not desirable. The strongest argument in favor of utilizing the existing Library Committee rests on the fact that the better-known media services (A-V, TV Services, and the Learning Laboratory) are administratively and budgetarily under the supervision of the Library and, by extension, the Library Committee. However, this argument overlooks the fact that numerous media facilities exist in other departments or schools of the University which have no formal or budgetary connection to the Library (DCE, Counseling, the School of Education, for example). Furthermore, in the future, the educational potential of cable TV and personal instruction by small computers (two examples of modern sophisticated technology) can probably be better assessed by a separate committee rather than by the Library Committee with its other important concerns and interests.

The ad-hoc committee recommends the creation of a faculty advisory Committee on Instructional Media. Arguments in favor are:

- 1) A need to improve faculty awareness of existing media equipment and services, to facilitate access to equipment 'hidden away' on campus, and to encourage instructors who have not used media in the past to learn an enlarged range of methods to improve their class presentations.
- 2) A need for better coordination of existing services in order to avoid unnecessary duplication and expense, encourage closer cooperation between administratively separate service units, and pinpoint specific problems from a user's standpoint (equipment failures or shortages, inadequate staffing at certain times or locations, the special needs of a particular type of training or of certain students such as the physically impaired, etc.).

3) A need for faculty involvement, from the perspective of the University as a whole, to investigate the likely impact of new developments in media and technology on forms of instruction, research and professional training. Although expenditures for expensive new equipment are unlikely in the near future, planning and discussion with appropriate faculty involvement should begin soon. Development of improved media services should not take place in a hit-or-miss fashion.

4) A small committee, with members chosen on the basis of expressed interest and/or experience, seems probably best suited to carry on the necessary investigations and make the informed reports and recommendations on improvements as needed.

Arguments against the formation of the committee are:

1) No committee is necessary since there has been too much proliferation of committees already.

2) The creation of a committee may delay university business by adding another layer of committee deliberations and recommendations, or possibly cause disputes over jurisdictional responsibility with existing committees.

The ad-hoc committee understands these concerns but does not find that they outweigh the reasons a committee is needed.

The Ad-Hoc Committee on Instructional Media, therefore, ends its report to the Faculty Senate with the following motion:

That a faculty advisory Committee on Instructional Media be established.

PORTLAND STATE UNIVERSITY
October 15, 1981

TO: Faculty Senate

FROM: University Curriculum Committee
Nancy Tang (chair), Carl Abbott, Catherine Evleshin, Carole Gatz,
Kathy Greey, Nan Teh Hsu, Sheldon Maron, Walter Shold, Norm Wyers,
Helen Youngelson, and Anthony Wolk

Consultants: Forbes Williams and Karen Tosi

The Curriculum Committee has reviewed the following program changes, new course proposals and proposals for change in existing courses for the College of Arts and Letters and the College of Science. (see attached proposals for complete details, page 1-12).

College of Arts and Letters

- A. BA in English - Recommend approval of the change in program to require at least four courses in English at the 400 level.
- B. Art and Architecture - Recommend approval of changes in existing courses.
- C. English - Recommend approval of changes in existing course.
- D. Philosophy - Recommend approval. For Phl 341, 342, 343, last sentence reworded: "Recommend be taken sequentially."
- E. Speech - Recommend approval of all course changes. Sp 212 lab will be listed as Sp 212L and Sp 370 lab will be listed as Sp 370L.
- F. Theater Arts - Recommend approval of new courses, TA 430 and TA 435.
 - Recommend approval of course changes. TA 467, 468 and 469 course description will be reworded to indicate
TA 467: Continental European Theater; TA 468: English and Irish Theater and Drama; and TA 469: American Theater and Drama.

College of Science

- A. Computer Science - Recommend approval of new courses, CS 240 and CS 241.
 - Recommend approval of change in existing course, CS 250.

B. Mathematics - Recommend approval of new course, Mth 325.

- Recommend approval of changes in existing courses with the exception of Mth 464, 465, and 466. This proposal has been withdrawn by the department.

The Curriculum Committee wishes to note that recommendation for approval of courses which have budgetary consideration does not imply that new funds will be authorized or be available to offer the course in any given academic year.

The Curriculum Committee recommends the Faculty Senate approve the program change, the new course proposals and the proposed changes in existing courses for the College of Arts and Letters and the College of Science.

The remainder of the course changes listed in the attached document (page 13-25) will be discussed at the December Senate meeting.

PROPOSAL FOR CHANGE IN EXISTING PROGRAM

Request for the following change in the requirements for the Bachelor of Arts in English.

Existing catalog statement in full:

Requirements for Major. In addition to meeting the general University requirements the English major will meet the following requirements for the B.A. degree: at least 50 credits in English, of which at least 30 will be upper division courses, including Eng 390. English majors will be expected to choose their courses in consultation with their adviser.

At least 12 of the upper division credits must be in literature courses whose content is primarily concerned with materials before 1800. The following courses are acceptable:

- *Eng 301, 302 Chinese Literature in Translation
- *Eng 304, 305 Japanese Literature in Translation
- Eng 311 Tragedy
- Eng 312 Comedy
- Eng 313 Satire
- Eng 314 Epic
- Eng 315 Lyric Poetry
- Eng 318 The Bible as Literature
- **Eng 320 English Novel
- Eng 401 Research (as appropriate)
- Eng 405 Reading and Conference (as appropriate)
- Eng 407 Seminar (as appropriate)
- Eng 410 Selected Topics (as appropriate)
- Eng 411, 412, and 413 English Drama
- **Eng 415 Literary Criticism
- Eng 426, 427 Medieval Literature
- Eng 430, 431 Literature of the Renaissance
- Eng 440, 441 Seventeenth Century Literature
- Eng 447 Major Forces in Literature (as appropriate)
- Eng 448 Major Figures in Literature (as appropriate)
- Eng 450, 451 Eighteenth Century Literature
- **Eng 458 Literature of the Romantic Period
- **Eng 467 Main Currents in American Literature and Culture
- Eng 511, 512 Old English
- Eng 517 Middle English

English majors in upper division English courses are expected to be able to write a library research paper when required. The department recommends strongly that majors without prior training in research paper writing enroll in Wr 222.

Only upper division creative writing, 6 credits maximum, may be used to satisfy the major requirements.

Eng 390 English Linguistics will satisfy English major requirements but will not fulfill certification requirements for secondary teaching in English.

From the following courses, no more than 15 total credits and no more than 6 credits in each may be applied toward the English major requirements: Eng 199, 399, 401, 405, 408, and 409.

No more than 6 credits in Eng 399, 401, 405, 408, and 409 may be counted toward the upper division major requirement.

Upper division credits may not include Wr 472 or Eng 474.

The Department of English does not accept courses taken under the Pass/No Pass grade option to fulfill major requirements except for upper division creative writing course work.

Proposed catalog statement in full:

Requirements for Major. In addition to meeting the general University requirements the English major will meet the following requirements for the B.A. degree: at least 50 credits in English, of which at least 30 will be upper division courses. These courses must include Eng 390 and at least four courses (of 3 or more credits each) at the 400 level. English majors will be expected to choose their courses in consultation with their advisor.

At least 12 of the upper division credits must be in literature courses whose content is primarily concerned with materials before 1800. The following courses are acceptable:

*Eng 301, 302 Chinese Literature in Translation

*Eng 304, 305 Japanese Literature in Translation

Eng 311 Tragedy

Eng 312 Comedy

Eng 313 Satire

Eng 314 Epic

Eng 315 Lyric Poetry

Eng 318 The Bible as Literature

**Eng 320 English Novel

Eng 401 Research (as appropriate)

Eng 405 Reading and Conference
(as appropriate)

Eng 407 Seminar (as appropriate)

Eng 410 Selected Topics
(as appropriate)

Eng 411, 412, and 413 English Drama

**Eng 415 Literary Criticism

Eng 426, 427 Medieval Literature

Eng 430, 431 Literature of the Renaissance

Eng 440, 441 Seventeenth Century Literature

Eng 447 Major Forces in Literature
(as appropriate)

Eng 448 Major Figures in Literature
(as appropriate)

Eng 450, 451 Eighteenth Century Literature

**Eng 458 Literature of the Romantic Period

**Eng 467 Main Currents in American Literature and Culture

Eng 511, 512 Old English

Eng 517 Middle English

English majors in upper division English courses are expected to be able to write a library research paper when required. The department recommends strongly that majors without prior training in research paper writing enroll in Wr 222.

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Eng 390 English Linguistics will satisfy English major requirements but will not fulfill certification requirements for secondary teaching in English.

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No more than 6 credits in Eng 399, 401, 405, 408, and 409 may be counted toward the upper division major requirement.

Upper division credits may not include Wr 472 or Eng 474.

The Department of English does not accept courses taken under the Pass/No Pass grade option to fulfill major requirements except for upper division creative writing course work.

Rationale for the proposed program change:

The proposed change would require English majors to take four courses in English at the 400 level; at present, majors need take none. A recent survey of student graduation checks (those processed by the Department Assistant Head from September 1979 to February 1981) indicated that almost half of the students involved had taken no 400-level English courses. The Department found this state of affairs unacceptable; it felt that the student earning a B.A. in English should be exposed to--and meet the challenge of--the Department's more sophisticated, advanced, and specialized courses, courses which are generally offered at the 400 (and, in fewer numbers, at the 500) level.

The existing curriculum and faculty will certainly be adequate to accommodate the slight increases in 400-level class sizes which this proposal might occasion, if it is approved. No new supporting curricula, budgetary support, faculty, or other resources will be needed, nor are any contemplated as a result of this proposal.

Request prepared by David Holloway Date 4/8/81

Approved by Unit (vote of Dept., meeting as a committee-of-the-Whole)

Georgia R. Trampton, Secretary Date 4/8/81

Approved by Department Head David Holloway Date 4/8/81

Approved by College Curriculum Committee Jim Tice Date 4/30/81

Approved by College Dean B. John Anderson Date 5/1/81

G1
G2

COLLEGE OF ARTS AND LETTERS

ART AND ARCHITECTURE

Changes in Old Courses

AA 293. Elementary Sculpture. (2-4)

A study of sculptural forms and volumes; exploration of sculptural elements in clay and plaster; work from imagination as well as from the model. Maximum: 12 credits.

(Change in description.)

AA 465. Great Periods in Art and Architecture. (3) (Grad)

A concentrated study of the art and/or architecture of a major historical period, for example: African sculpture; American painting; Aztec art and architecture; Art of the Indians of the Pacific Northwest; Northern Renaissance art and architecture; others as the occasion demands. Maximum: 9 credits. Prerequisites: AA 204, 205, 206, or equivalent. Offered intermittently.

(Addition of grad option.)

AA 489. Metal Sculpture. (3) (Grad)

Bronze and aluminum sculpture cast by the lost wax process. Welded metal sculpture fabrication using gas, electric, and heliarc welding methods. Experimental materials, methods, and concepts optional, consistent with the facilities and circumstances. Maximum: 9 credits. Prerequisites: 12 credits in elementary sculpture, or 9 credits in elementary sculpture and consent of instructor.

(Change in prerequisites.)

AA 502. Graduate Studio. Credit to be arranged.

(Drawing, Painting, Sculpture, Ceramics.) Studio work with individual criticism related to the student's personal direction. Registration limited to students admitted to the M.F.A. program. Prerequisite: graduate standing in art.

(Change in credit hours from (3-6) to Credit to be arranged.)

ENGLISH

Change in Old Course

Eng 490. History of the English Language. (3) (Grad)

A survey in which the development of English phonology, morphology, vocabulary, and syntax is studied through the application of modern linguistic criteria and methodology. Prerequisite: Eng 390.

(Addition of course description.)

COLLEGE OF ARTS AND LETTERS - continued

PHILOSOPHY

Changes in Old Courses

Phl 331, 332. Contemporary Philosophy. (3, 3)

The content of these courses will vary significantly depending on the interests and expertise of the instructors. However, in general one can expect these courses to touch on developments in existentialism, process philosophy, continental philosophy, and certain aspects of pragmatism. Prerequisite: 9 credits in philosophy or consent of instructor. Completion of Phl 331 is recommended before enrollment in Phl 332.

(Addition of prerequisite.)

Phl 341, 342, 343. Logic and Inquiry. (3, 3, 3)

A study of selected topics in semantics, deductive logic, and scientific method. An examination of formal logic and the characteristic types of inference found in the sciences, history, philosophy, etc. Completion of Phl 341 or equivalent is recommended before enrollment in Phl 342, and completion of Phl 342 or equivalent is recommended before enrollment in Phl 343.

(Addition of prerequisite to indicate order to be taken.)

Phl 413. The Pre-Socratics. (3) (Grad)

Study of some of the writings associated with the origin of philosophy. Among philosophers who may be considered are: Thales, Anaximander, Anaximenes, Heraclitus, Parmenides, Zeno, Empedocles, Anaxagoras, Democritus, Leucippos, Pythagoras, Protagoras, Gorgias. Offered approximately every third year. Prerequisite: 9 credits in philosophy or consent of instructor.

(Addition of prerequisite.)

Phl 414. Plato. (3) (Grad)

Study of selected dialogues of Plato with attention to such topics as his theory of forms, moral philosophy, political philosophy, and to the individual topics of the dialogues, as, for example, knowledge, being, virtue, piety, love, friendship, the state, the nature of philosophy. Prerequisite: 9 credits in philosophy or consent of instructor.

(Addition of prerequisite.)

Phl 415. Aristotle. (3) (Grad)

Study of some of the works of Aristotle, such as his Physics, Metaphysics, Ethics, Politics, parts of the Organon Rhetoric. Among topics for attention are substance, essence, categories, cause, the good man, practical reason. Prerequisite: 9 credits in philosophy or consent of instructor.

(Addition of prerequisite.)

COLLEGE OF ARTS AND LETTERS - continued

PHILOSOPHY - continued

Changes in Old Courses - continued

Phl 416. The Rationalists: Descartes, Leibniz, Spinoza. (3) (Grad)
Study, with comparisons, of selected works of these philosophers who maintained that knowledge comes primarily from reason. Likely readings: for Descartes, Meditations, or Rules, or Discourse on Method; for Spinoza, Ethics; for Leibniz, a selection from among his many collected works and fragments. Offered approximately every second year. Prerequisite: 9 credits in philosophy or consent of instructor.

(Addition of prerequisite.)

Phl 417. Locke and Berkeley. (3) (Grad)
Study of two philosophers who hold that knowledge comes primarily from experience. Works likely to be read are: for Locke, Essay Concerning Human Understanding; for Berkeley, selections from Principles of Human Knowledge, Dialogues Between Hylas and Philonous, Alciphron. Likely topics for attention: abstract general ideas, material substance, primary and secondary qualities, language, empiricism versus rationalism, idealism, the limits of knowledge. Prerequisite: 9 credits in philosophy or consent of instructor.

(Addition of prerequisite.)

Phl 418. Hume. (3) (Grad)
Study of the most influential of the British empiricists. Among topics for consideration are: cause substance, self, the "is-ought" distinction, skepticism, induction. Among works likely to be studied are: Treatise on Human Nature, Human Understanding, Principles of Morals, Natural Religion. Prerequisite: 9 credits in philosophy or consent of instructor.

(Addition of prerequisite.)

Phl 419. Kant. (3) (Grad)
Study of Kant's Critical Philosophy as principally represented in his three Critiques: Pure Reason, Practical Reason, Judgment. Readings from some of these or related works. Possible topics for consideration: necessary connection, the analytic-synthetic distinction, conceptions of science and metaphysics, relation between metaphysics and morality. Prerequisite: 9 credits in philosophy or consent of instructor.

(Addition of prerequisite.)

Phl 420. Wittgenstein. (3) (Grad)
Study of the most influential works of the philosopher, such as the Tractatus, Philosophical Investigations. Among topics for consideration are: mind, private language, certainty, rules, "the meaning is the use," the nature of philosophy. Prerequisite: 9 credits in philosophy or consent of instructor.

(Addition of prerequisite.)

COLLEGE OF ARTS AND LETTERS - continued

SPEECH COMMUNICATION

New Course

Sp 540. Advanced Intercultural Communication. (3)

A sophisticated analysis of reality-construct assumptions underlying intercultural communication concepts of value difference and cultural relativity. Emphasis is on the intercultural application of communication theory. Students develop and present an in-depth analysis of intercultural communication implementation in an interpersonal or organizational context.

Changes in Old Courses

Sp 140. Introduction to Intercultural Communication. (3)

Study of the basic principles of face-to-face interaction in cross-cultural and cross-ethnic situations with emphasis on developing skills of intercultural communication, perception and adaptation. Major part of the course is conducted in facilitated small groups representing several cultures. Open to U.S. and international students.

(Change in description and credit hours from (2) to (3).)

Sp 212. Voice and Diction. (3)

Study and practice of the principle of voice production and articulation of speech sound, with attention to elementary speech physiology and phonetics. Intended for students who desire to develop more effective speech and for meeting the special needs of teachers, radio and television speakers, public speakers, and others who require special competence in speaking. Emphasis on both theory and practice. Two clock hours per week of laboratory work required for which lab credit is given.

(Addition of co-requisite--two hours per week of laboratory work required.)

Sp 370. Phonetics. (3)

A study of sounds used in speech; determination of sounds; their symbolic nature; their production; physical and psychological problems involved in their perception. Two clock hours per week of laboratory work required for which lab credit is given; for transcription phonetics utilizing the international Phonetics Alphabet. No pre-requisite.

(Addition of co-requisite--two hours per week of laboratory work required.)

Sp 484. Speech-Language Practicum. (3) (Grad)

(Formerly Sp 484. Clinical Speech Therapy. Change in title and credit hours from (1-3) to (3).)

COLLEGE OF ARTS AND LETTERS - continued

THEATER ARTS

New Courses

TA 430. Scene Design II. (3) (Grad)

Advanced study of scenic design problems and concept development. Special work required for graduate credit. Prerequisites: TA 315 and TA 411, or consent of instructor.

TA 435. Stage Lighting II. (3) (Grad)

Advanced practice in lighting design skills and techniques, including image projection. Special work required for graduate credit. Prerequisite: TA 412 or consent of instructor.

Changes in Old Courses

TA 211, 212, 213. Fundamentals of Technical Theater. (3, 3, 3)

The first quarter of this sequence is concerned with planning, rigging, and building scenery. The second includes an introduction to scene painting and property construction. The third is devoted to the fundamental theories and practices of both stage lighting and sound. All quarters involve lectures, laboratories, and participation in departmental productions.

(Change in description.)

TA 364. Directing I. (3)

Study and practice in play analysis and directing of scenes. Prerequisites: TA 141, 142, 143 and TA 211, 212, 213, or consent of instructor.

(Change in description.)

TA 412. Stage Lighting. (3) (Grad)

Study of the history and practice in lighting theater productions together with considerations of contemporary technical innovations in the field. Special work required for graduate credit. Prerequisite: TA 213.

(Addition of prerequisite.)

TA 467, 468, 469. Modern Theater. (3, 3, 3) (Grad)

A consideration of theater from the beginning of the 20th century to the present through the study of selected plays together with directors, theater companies and trends in staging. Special work required for graduate credit. Course may be taken out of sequence.

(Formerly TA 461, 462, 463. Change in numbers and description.)

COLLEGE OF ARTS AND LETTERS - continued

THEATER ARTS

Changes in Old Courses - continued

TA 474. Playwriting. (3) (Grad)

A course in playwriting involving analysis of dramatic structure and the practical application of playwriting techniques. Special work required for graduate credit.

(Change in description.)

Old Courses Dropped

TA 461, 462, 463. Modern Theater. (3, 3, 3) (Grad)

Addendum

Wr 40 Basic Writing Skills (3) (non-credit)

(A non-transferable course which does not count toward university graduation requirements.) Review of basic skills in English grammar, sentence structure, punctuation, and word usage. Recommended for students who fail to meet the PSU Wr 121 prerequisite of a 35+ score on the Test of Standard Written English (TWSE), and who wish to improve their skills before retaking this test. The course itself does not fulfill prerequisites for Wr 121 or any other writing class.

COLLEGE OF SCIENCE

COMPUTER SCIENCE

New Courses

- CS 240. Introduction to Programming in FORTRAN. (3)
Design and construction of computer programs. Use of the FORTRAN language to solve problems over a wide range of applications. The course is introductory in nature and is not intended for students with previous knowledge of FORTRAN. Prerequisite: Mth 101, or Mth 114, or equivalent.
- CS 241. Advanced Programming FORTRAN. (3)
Features of the FORTRAN language necessary for implementing and maintaining large programs. Topics include numerical accuracy, unformatted and direct access input/output, overlays, unit editing, packaged subroutines and programs, portability issues and preprocessors. Prerequisite: CS 240 or equivalent.

Change in Old Course

- CS 250. Introduction to Computer Science I. (3)
Introduction to fundamental concepts of computer science. The Pascal programming language will be used as a tool to solve problems and demonstrate these concepts. It is primarily designed for CS majors. Prerequisite: Mth 101 or equivalent.
(Formerly CS 250. Intro to Computer Programming I. (3)
Change in title and description.)

MATHEMATICS

New Course

- Mth 325. Introduction to Linear Algebra and Applications. (3)
Topics in matrix algebra, determinants, systems of linear equations, eigenvalues, eigenvectors, and linear transformations. Selected applications from science, engineering, computer science, and business. Prerequisite: Mth 203 or Mth 206.

Changes in Old Courses

- Mth 301, 302, 303. Elements of Modern Mathematics. (3, 3, 3)
A cultural approach to mathematics in which technical proficiency is not the primary objective. Topics selected from arithmetic, algebra, geometry, calculus, probability and statistics. Recommended as a combination for liberal arts students. Courses must be taken in sequence. Prerequisite: Mth 95, or equivalent.
(Change in description and addition of prerequisites.)

COLLEGE OF SCIENCE - continued

MATHEMATICS - continued

Changes in Old Courses - continued

- Mth 411, 412, 413. Introduction to Real Analysis. (3, 3, 3) (Grad)
Introduction to abstract analysis; set operations and set functions,
theory of integration, sequences and series of functions.
Weierstrass approximation theorem, elements of functional analysis.
Prerequisite: Mth 312. Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 421, 422, 423. Applied Mathematics. (3, 3, 3) (Grad)
Fundamental concepts of complex variables, partial differential
equations and boundary value problems using Fourier series.
Prerequisite for Mth 421: Mth 321. Prerequisite for Mth 422:
Mth 322.
(Change in prerequisites.)
- Mth 424, 425. Tensor Analysis and Differential Geometry. (3, 3) (Grad)
Tensors and their algebra; applications to geometry, elasticity,
mechanics, fluid dynamics, etc.; Riemannian differential geometry;
non-Riemannian geometry with application to special and general
relativity. Prerequisite: Mth 324. Courses must be taken in
sequence.
(Change in prerequisites.)
- Mth 431, 432, 433. Principles of Geometry. (3, 3, 3) (Grad)
Topics selected from: projective geometry, differential geometry,
convexity, linear geometry, foundations of geometry, non-Euclidean
geometry, algebraic geometry. Prerequisite: Mth 331, or Mth 340,
or Mth 342.
(Change in prerequisites.)
- Mth 434. Set Theory. (3) (Grad)
Algebra of sets, relations, functions. Cardinal and ordinal numbers.
Axiom of choice. Zorn's Lemma, well-ordering theorem. Prerequisite:
Mth 340, or Mth 342.
(Change in prerequisites.)
- Mth 437, 438. Introduction to Topology. (3, 3) (Grad)
Introduction to metric and topological spaces. Topics include
convergence, continuity, connectedness, compactness and complete-
ness, especially as these concepts relate to analysis. Prerequisite:
Mth 311, or Mth 340. Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 441, 442, 443. Introduction to Abstract Algebra. (3, 3, 3) (Grad)
Groups and rings with homomorphism theorems, vector spaces, modules,
algebraic theory of fields and Galois theory, lattices, algebras.
Prerequisites: Mth 340, 342. Courses must be taken in sequence.
(Change in prerequisites.)

COLLEGE OF SCIENCE - continued

MATHEMATICS - continued

Changes in Old Courses - continued

- Mth 444, 445. Logical Foundations of Mathematics. (3, 3) (Grad)
Introduction to systems, methods, proof theory and model theory of truth-functional calculus and quantification theory. Introduction to foundational deductive systems for set theory and mathematics.
Prerequisite: Mth 340.
(Change in prerequisites.)
- Mth 447. Topics in Number Theory. (3) (Grad)
Selected advanced topics in number theory. Prerequisite: Mth 347.
(Change in prerequisites.)
- Mth 450. Boolean Algebra and Computer Logic. (3) (Grad)
Boolean algebras, switching algebras, relay circuits and control problems, circuits for arithmetic computations. Prerequisite: Mth 340.
(Change in prerequisites.)
- Mth 451, 452, 453. Numerical Calculus. (3, 3, 3) (Grad)
Finite differences, interpolation, numerical differentiation and integration, numerical solution of differential equations, inverting matrices, eigenvalues and eigenvectors. Methods studied will emphasize methods useful on computers. Prerequisite for Mth 451: Mth 342. Prerequisite for Mth 453: Mth 322. Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 461, 462, 463. Introduction to Statistical Theory. (3, 3, 3) (Grad)
Theory of probability, distributions of random variables, central limit theorem, sampling distributions, point and interval estimation, tests of hypotheses, analysis of variance. Prerequisite: Mth 321. Courses must be taken in sequence.
(Change in prerequisites.)

COLLEGE OF SCIENCE - continued

MATHEMATICS - continued

Changes in Old Courses - continued

- Mth 467. Introduction to Combinatorial Analysis. (3) (Grad)
Permutations and combinations, partitions, generating functions, inclusion and exclusion principles, recurrence relations, Polya's theory of counting, elementary theory of graphs and trees, block designs. Prerequisite: Mth 340 or Mth 347.
(Change in prerequisites.)
- Mth 468, 469. Applied Probability. (3, 3) (Grad)
Finite probability, Markov chains, queuing theory, renewal theory, optimization under uncertainty. Prerequisite: Mth 321.
(Change in prerequisites.)
- Mth 471. Historical Topics in Mathematics. (3) (Grad)
The historical development of mathematics which can be presented understandably to students in high school mathematics courses: e.g. early numeration systems, Euclidean geometry, the rise of algebra, biographical studies. Credit toward the mathematics major requirements allowed only for those students in teacher education programs. Prerequisite: six credits of upper division or graduate mathematics.
(Change in prerequisites.)
- Mth 511, 512, 513. Theory of Analytic Functions. (3, 3, 3)
The theory of functions of a complex variable, power series, contour integration, analytic continuation, entire functions, conformal mapping, and related topics. Prerequisite: Mth 411 or Mth 421. Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 514, 515, 516. Theory of Functions of a Real Variable. (3, 3, 3,) (Grad)
Lebesgue measure and outer measure, measurable functions and the Lebesgue integral, convergence theorems, product measures, and Fubini theorem. L_p spaces, derivatives, finite variation and absolutely continuous functions. Prerequisite: Mth 413. Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 521, 522, 523. Partial Differential Equations. (3, 3, 3)
Classification of partial differential equations. General properties of the equations. Initial value problem for the wave equation and its solution. Elliptic equations, boundary value problems, Green's functions. Initial value problem for the heat equation. Prerequisite: Mth 423. Courses must be taken in sequence.
(Change in prerequisites.)

COLLEGE OF SCIENCE - continued

MATHEMATICS - continued

Changes in Old Courses - continued

- Mth 524, 525, 526. Advanced Ordinary Differential Equations. (3, 3, 3)
An advanced study of theory and application of ordinary differential equations. Topics selected from stability spectral theory, asymptotics, or Lie groups. Prerequisite: Mth 421. Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 531, 532, 533. Topology. (3, 3, 3)
Introduction to the general theory of topological and metric spaces. Prerequisites: Mth 434, Mth 437. (Mth 434 may be taken concurrently with Mth 531.) Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 541, 542, 543. Modern Algebra. (3, 3, 3)
Topics from groups, semigroups, rings, fields, algebras and homological algebra. Prerequisite: Mth 443. Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 551, 552, 553. Advanced Numerical Analysis. (3, 3, 3)
An advanced study of numerical methods with emphasis on theory, economy of computation, and the solution of pathological problems. Topics will typically be chosen from: evaluation of functions, roots of equations, quadrature, ordinary and partial differential equations, integral equations, eigenvalues, construction of approximating functions, orthonormalizing codes, and treatment of singularities. Prerequisite: Mth 453. Courses must be taken in sequence.
(Change in prerequisites.)
- Mth 554. Recursive Function Theory. (3)
An advanced study of effective procedure and effective computability. Main subjects are Turing machines, recursive functions. Markov algorithms, Post systems, Church's thesis, solvable and unsolvable decision problems. Prerequisite: Mth 445 or CS 480.
(Change in prerequisites.)
- Mth 555, 556. Automata Theory. (3)
An advanced study of the mathematical ideas relating to digital computer circuits, development of computer languages, language translating, programming and programming systems. Main subjects are: programming systems, pattern recognizers, push-down automata, generative grammar, finite state and context-free languages and algebraic structure theory of sequential machines. Prerequisite: Mth 441 or CS 480. Courses must be taken in sequence.
(Change in prerequisites.)

COLLEGE OF SCIENCE - continued

MATHEMATICS - continued

Changes in Old Courses - continued

Mth 561, 562, 563. Multivariate Analysis. (3, 3, 3)

Multivariate normal distribution; moments and characteristic functions; noncentral Chi-square and noncentral F distributions; distribution of quadratic forms; estimation and distribution of estimators; principles of maximum likelihood and least square; confidence regions and tests of hypotheses; regression models; Wishart distribution; Hostelling's T^2 statistic. Prerequisite: Mth 463. Courses must be taken in sequence.

(Change in prerequisites.)

Mth 564, 565, 566. Stochastic Processes and Probability Theory. (3, 3, 3)

Sets, spaces and measures. Probability, distributions. Random variables. Dependence. Limit theorems. Birth and death processes and Markov processes. Mathematical statistics, hypothesis testing, and sequential analysis. Selected applications. Prerequisite:

Mth 463. Courses must be taken in sequence.

(Change in prerequisites.)

COLLEGE OF SOCIAL SCIENCE

ANTHROPOLOGY

New Courses

- Anth 456. Archaeology of Syro-Palestine. (3) (Grad)
A survey of the Syro-Palestinian region of Southwest Asia, from the Neolithic through early Islamic periods (ca. 8000 B.C. to A.D. 700). Emphasis is placed on the physical remains of the ancient cultures--i.e., the sites and artifacts--and the chronological and cultural data derived from them. Prerequisites: Anth 102 and Anth 311 or 312.
- Anth 471. Ancient Cultures of the Middle East. (3) (Grad)
A comparative analysis of the high civilizations of Egypt, Mesopotamia and the Indus Valley as reconstructed from material and documentary remains. Emphasis is placed, not on the artifacts and ancient texts themselves, but upon the ethnographic data derived from them. Topics of inquiry include family and social structure, kinship patterns, technologies, and belief systems. Prerequisites: Anth 102, 103, or 308.

GEOGRAPHY

New Courses

- Geog 424. Natural Hazards. (3) (Grad)
This course examines the human consequences of such natural hazards as floods, earthquakes, windstorms, droughts, and volcanic eruptions. Topics to be studied include the ability of people to correctly perceive the risk of such hazards, the range of possible damage reducing adjustments, and the effects of varying public policies in mitigating the impacts of such hazards. Prerequisite: Geog 204 or equivalent.
- Geog 440. Computer Assisted Cartography. (4) (Grad)
The use of computers in the compilation, design, and production of maps. Includes units on the encoding and maintenance of geographic data bases, the use of several types of computer mapping programs, and on the use of equipment for plotting and display. The class visits organizations using computer mapping systems. Each student compiles a series of exercises leading to the design and production of finished maps through the use of computer assisted methods. Persons registering for this course should have completed Geog 335, Map Design or have equivalent experience in cartography and permission of the instructor.

COLLEGE OF SOCIAL SCIENCE - continued

GEOGRAPHY - continued

New Courses - continued

Geog 480. Soils and Land Use. (3) (Grad)

The origin, development and distribution of soils and the significance of soil to man. Examines the importance of soil to landforms, vegetation, and ecological development. Major emphasis is given to land use potentials and limitations on various kinds of soils with focus on urban and agricultural settings. Prerequisite: 3 credits physical geography or equivalent.

Geog 523. Environmental Impact Assessment. (3) (Grad)

A course which covers the environmental requirements and procedures that are part of today's Federal decision-making process. The first half of the course focuses on the environmental legislation, regulations, and guidelines which have to be taken into consideration when planning Federal and State projects. NEPA, the CEQ regulations, and several other environmental mandates are reviewed. The second half of the course focuses on techniques and methods used to conduct environmental impact assessments. Included are discussions on analyzing environmental issues and concerns, planning and scheduling projects to meet environmental requirements, and determining environmental data needs.

Changes in Old Courses

Geog 208. Landforms. (3)

An introduction to the basic principles of landform evolution and analysis, emphasizing the variety of processes responsible for the configuration of the earth's surface. Spatial associations of major landform types are studied through topographic maps and airphotos.

(Formerly Elements of Geomorphology. Change in title and description.)

Geog 210. Vegetation and Soils. (3)

The study of the distribution and characteristics of the major plant/animal communities and soil types on a global scale. Interrelationships between organisms and their environment are stressed, as is the role of human populations in the maintenance and future use of these environments.

(Formerly Biogeography. Change in title and description.)

Geog 341. Introduction to the Middle East. (3)

A survey of the physical and cultural landscapes of southwestern Asia and North Africa, emphasizing the interaction of environmental factors and dynamic economic and political forces in the region as a whole. Problems common to the nations of the region are examined, including the difficulties of political cohesion, urbanization, and ecological impacts of traditional and contemporary land-use practices.

(Change in description.)

COLLEGE OF SOCIAL SCIENCE - continued

GEOGRAPHY - continued

Changes in Old Courses - continued

Geog 345. Geography of Central Europe. (3)

A regional survey of the communist countries of Central Europe -- Poland, East Germany, Czechoslovakia, Hungary, Romania, Bulgaria, Albania, and Yugoslavia. Examines their populations, urban and rural settlements, nationalist identities, terrain patterns, climates, socialist agriculture and industry. Their economic and political linkages with each other and with outside powers are also considered. No prerequisite.

(Formerly Geog 241, 242, 243. (3, 3, 3). Change in number, description and credits.)

Geog 411. Human Geography. (3) (Grad)

Analysis of the earth's cultural landscapes. Major themes are: human migrations, domestication of plants and animals; geographical aspects of languages, religions, diseases; house types and patterns of settlement.

(Change in description.)

Old Courses Dropped

Geog 242, 243. Geography of Central Europe. (3, 3)

Geog 342. The Middle East: Arabian Peninsula and Eastern Mediterranean. (3)

Geog 343. The Middle East: Northern Africa. (3)

HISTORY

New Courses

Hst 492. Introduction to Cultural Resource Conservation. (3) (Grad)

This course introduces students to the major current methods of identifying, evaluating, and preserving historical, archaeological, and architectural resources, emphasizing the relationship between the planning process and cultural resource decision making.

Hst 493. Public Policy and Cultural Resources. (3) (Grad)

This course explores the role of archaeology and history in the public sector; ethnics, public involvement, and the impact of public and private projects on archaeological and historical resources.

COLLEGE OF SOCIAL SCIENCE - continued

HISTORY - continued

New Courses - continued

- Hst 494. Cultural Resource Conservation: Research Methods. (3) (Grad)
Methods and tools for cultural resource conservation research: survey design, site and building description, mapping and documentation, historical and anthropological source materials, non-destructive methods of examination. Students prepare a research proposal for a local study area, applying these methods and techniques.
- Hst 496. Introduction to Historic Preservation. (3) (Grad)
This course examines the historical development of the preservation movement in the United States and the techniques currently employed to preserve and protect buildings, structures, districts, sites, and objects significant in American history.
- Hst 497. Historic Buildings Restoration. (3) (Grad)
This course surveys the materials, skills, and technology involved in the structural restoration of historic landmarks. Designed to meet the needs of the cultural resource conservation professional who will manage restoration projects, rather than the architect or private restorer. No special knowledge of architecture is required.
- Hst 498. History of Portland. (3) (Grad)
The historical growth of Portland and its metropolitan region, with major attention given to the 20th century. Emphasis is placed upon the process of urbanization and the consequences of past decisions and actions as they relate to recent developments. Prerequisite: Upper division standing.
- Hst 499. Principles of Archival Management. (3) (Grad)
The principles and practices of archives management including surveys, archival appraisal, retention scheduling, arrangement and description, finding aids systems, automated indexing, reference service, records storage, microfilm systems, managing active records, and program maintenance.

Changes in Old Courses

- Hst 391. East Asia, prehistory to 1300 A.D. (3)
Origins of East Asian civilization; formation of first empires in China and state in Japan; Confucianism, Taoism, Shintoism, spread of Buddhism; Chinese influence and native Japanese culture; "medieval" China, "feudal" Japan.
(Formerly Hst 391, 392, 393. East Asia, 1500 to the Present.
Change in title and description; division of sequence.)

COLLEGE OF SOCIAL SCIENCE - continued

HISTORY - continued

Changes in Old Courses - continued

- Hst 392. East Asia, 1300-1800. (3)
State and society in late traditional China; breakdown and transformation of "feudal" institutions in Japan; urban culture in China and Japan.
(Formerly Hst 391, 392, 393. East Asia, 1500 to the Present. Change in title and description; division of sequence.)
- Hst 393. East Asia, 1800 to the Present. (3)
Political institutions, culture, society prior to "opening" of China and Japan by the West; Chinese and Japanese responses to the West; imperialism, nationalism, revolution in East Asia.
(Formerly Hst 391, 392, 393. East Asia, 1500 to the Present. Change in title and description; division of sequence.)
- Hst 433. Brazil. (3) (Grad)
(Formerly History of Brazil. Change in title.)
- Hst 480, 481, 482. History of the Ancient Middle East. (3, 3, 3) (Grad)
(Formerly Ancient History of the Middle East. Change in title.)
- Hst 491. Quantitative History. (3) (Grad)
An introductory treatment of quantitative tools widely used in historical interpretations. Application of systematic methods using actual historical materials. Topics include the classification and logical arrangement of data, charts, graphs, simple statistical measures for central tendency, time series, and correlation and regression analysis for historical data. Prominent examples of recent quantitative contributions to historical writing will be examined.
(Formerly Elementary Quantitative Methods in History. Change in title and description.)

POLITICAL SCIENCE

New Course

- PS 442. Contemporary Analysis of World Politics. (3) (Grad)
An examination of the major theories and methodological techniques employed in the analysis of world politics. Although PS 441 is not a prerequisite, it or some prior knowledge of world politics is recommended.

COLLEGE OF SOCIAL SCIENCE - continued

POLITICAL SCIENCE - continued

Changes in Old Courses

- PS 443. Problems in Contemporary World Politics. (3) (Grad)
An examination of the areas of conflict and cooperation in current world politics, with consideration of the interplay of nationalism, revolution, and industrialism. Attention given to the politics of world and regional international organizations.
(Formerly PS 442. Change in number.)
- PS 445. American Foreign Policy. (3-5) (Grad)
Contemporary foreign relations of the United States; objectives, world and domestic factors affecting American foreign policy; governmental institutions concerned with development and execution of foreign policy; major issues and problems.
(Formerly PS 443. Change in number.)

PSYCHOLOGY

New Course

- Psy 583. Psychopathology. (3)
The course provides an overview of major psychodiagnostic categories and their implications for clinical assessment and treatment. The historical development of classification systems and theoretical controversies surrounding their use are also pursued.

Changes in Old Courses

- Psy 520. Methods of Psychological Assessment. (3)
Formulation of problems that can be answered by tests. Reliability, validity and standardization of measurement, test fairness; methods of identifying assessment tools (tests, etc.) appropriate to specific testing or assessment problems are also considered. Prerequisite: Mth 364 or equivalent course work in psychological statistics.
(Change in description and prerequisites.)
- Psy 522. Diagnostic Psychological Testing. (4)
Prerequisites: Psy 321, 520.
(Change in prerequisites.)
- Psy 525. Wechsler Intelligence Scales; Child and Adult. (4)
Prerequisite: Mth 364 or equivalent; Psy 520 recommended.
(Change in prerequisites.)
- Psy 526. Stanford-Binet Intelligence Scale. (3)
Prerequisite: Mth 364 or equivalent; Psy 520 recommended.
(Change in prerequisites.)

COLLEGE OF SOCIAL SCIENCE - continued

PSYCHOLOGY - continued

Old Course Dropped

Psy 524. Methods of Psychological Assessment. (3)

PUBLIC ADMINISTRATION

New Courses

PA 515. Public Works Administration. (3)

This course is a general overview of administrative practices in public works, including an evaluation of organizational practices, project management, and relationships to political processes. The course will consider actual problems in the administration of public works.

PA 563. Strategies for Citizen Participation. (3)

This course examines citizen participation in government with particular emphasis on the citizen's role in the planning and administration of programs. The topic is explored from a number of different directions: its historical evolution, what mechanisms of participation have been developed, how a participatory program can be designed, arenas of participation and what lies in the future for citizen participation.

SOCIOLOGY

New Courses

Soc 321. Sociology of Sex. (3)

An introduction to the social influence upon sexual relationships. The sociological perspective emphasizes the social sources of change and how people respond to changing gender roles and changing sexual morality. Sex and social structures--law, work, medicine and economy--and sexual deviance are examined.

Soc 364. Social Factors in Health and Illness Behavior. (3)

An introduction to the social influences upon health behavior and illness behavior. Sociological theories emphasizing how people respond to being healthy and to being ill are examined. The distribution, financing, and provision of medical care in the United States are surveyed.

Soc 399. Special Studies. Credit to be arranged.

COLLEGE OF SOCIAL SCIENCE - continued

WOMEN'S STUDIES

New Courses

- WS 120. Workshop for Returning Women. (3)
Designed for those who have experienced an interruption in their formal education. Examines the educational history of American women. Analyzes the ways in which the roles, status, and experiences of women affect educational decisions and performance. Includes the development of skills and self-confidence in studying, writing, research, exams, time-management, math and science.
- WS 215. History of Feminism. (3)
A historical survey of the development of American, British, and European theories of feminism, covering the period from the mid-18th century and the theoretical works of Mary Wollstonecraft to the more recent theories of the 1960's. Focuses on the varied interpretations concerning the positions of women in society and examines various proposals for change.
- WS 230. Minority Women in the United States. (3)
A survey and analysis of the myths, stereotypes, and misconceptions, about Black, Chicana, Native American, and Asian American women in the 19th and 20th centuries. Examination of the historical, psychological, social, economic, and political reality of women of color.
- WS 330. Studies in Minority Women. (3)
A variable topics course focusing on issues which have historically impacted women of color, specific ethnic categories of minority women, areas which are primarily the concern of minority women, or the relationship between minority women and specific disciplines. Prerequisite: WS 230 or consent of instructor.
- WS 402, 403. Research Seminar in Women's Studies. (3, 3)
A two-term research seminar in which students define the conditions of feminist research and investigate the nature of feminist publishing. Objectives of the first term consist of the mastery of research methods in Women's Studies. Objectives of the second term consist of writing a substantial research paper and preparing and submitting for publication.
- WS 415. Issues in Contemporary Feminism. (3)
Selected topics in feminist theory. Emphasizes the works of an individual theorist or a specific theme. Possible topics include: Adrienne Rich, Simone de Beauvoir, Juliet Mitchell; International Feminism, Socialism and Feminism, Feminist Theories of Reproduction. Prerequisite: WS 215 or 315 or consent of instructor.

COLLEGE OF SOCIAL SCIENCE - continued

WOMEN'S STUDIES - continued

Changes in Old Courses

WS 101. Introduction to Women's Studies. (3)

A survey and critical analysis of the essential issues of feminism and their effects on women's lives. Topics include: mechanisms of socialization, marriage, family, education, justice and reform, health care, sexuality, political and economic status. Focuses on historical perspectives, present realities, and future possibilities. An introduction to the interdisciplinary field of women's studies.

(Change in description.)

WS 199. Special Studies. (1-3)

A variable topics course dealing with contemporary issues in feminism. Recent offerings have included:

Female Sexuality

Women and Violence

History of Women Artists

History of Women in Science

WS 199 is also available for students who wish to pursue directed independent study.

(Change in description and credit hours from (3) to (1-3).)

WS 315. Feminist Theory. (3)

An introduction to the major theories of contemporary feminism with an analysis of the relationship between feminist thought and major categories of Western philosophy. Emphasis on the psychological, sociological, political and economic contexts in which feminist theories have developed. Prerequisite: WS 101 or WS 215 or consent of instructor.

(Change in description and prerequisites.)

WS 409. Practicum. (3, 3)

A two-term sequence involving planned field placement with an organization or group that serves women or is involved in women's issues. Intended primarily for advanced Women's Studies Certificate students. Prerequisite: 15 hours in Women's Studies including WS 101 and WS 215, 315, or 415. Grading Option: Pass/No Pass only.

(Change in description, credit hours, prerequisites, and grading option.)

WS 410. Selected Topics in Women's Studies. (3)

An upper-division variable topics course focusing on historical and contemporary subjects in feminism. Recent offerings have included:

Women and the Law

Creative Writing: Women's Poetry

History of American Women

Women Artists

Women's Music

History of Women in the Victorian Era

(Change in description and credit hours.)

SCHOOL OF BUSINESS ADMINISTRATION

ACCOUNTING

Changes in Old Courses

Actg 490. Advanced Accounting Topics. (3)

Accounting for different forms of entities, such as partnerships, joint ventures, estates and trusts, and branch and agency. Accounting for international transaction and translation of foreign operations. A study of special reporting problems, such as interim reporting, segment reporting, personal statements and SEC reporting. Prerequisite: Actg 386.

(Formerly Accounting for Business Combinations. Change in title, description, prerequisites, and deletion of graduate credit.)

Actg 491. Accounting for Business Combinations. (3)

Accounting for parent-subsidiary affiliations including a study of the accounting practices for mergers and consolidations. An examination of inter-company relationships and the problems of reporting and disclosure. Prerequisite: Actg 386.

(Formerly Advanced Accounting Theory. Change in title, description, prerequisites, and deletion of graduate credit.)

MANAGEMENT

Change in Old Course

Mgmt 530. Management Concepts and Processes. (3)

Studies the role of management as the creator and maintainer of a dynamic and viable relationship between the environment in which the organization operates, technology used by the organization to achieve its goals, the human members of the organization. Specific topics include organization/environment relationships, change processes, influence systems, decision making, planning and controlling, organization design, informal organization, technology, uncertainty, and managers as role incumbents. Prerequisite: Mgmt 535.

(Formerly Administrative Concepts and Processes. Change in title and description.)

MARKETING

Changes in Old Courses

Mktg 375. Retailing. (3)

Emphasis is given to understanding the role of retailing in the distribution of goods, with particular attention to the management of retailing including buying, selling, accounting, organization, site location, and legal consideration. Prerequisite: Mktg 366.

(Formerly Mktg 462. Change in number and deletion of graduate credit.)

SCHOOL OF BUSINESS ADMINISTRATION continued

MARKETING - continued

Changes in Old Courses - continued

Mktg 366. Marketing Concepts. (3)

Basic marketing concepts; the role of marketing in the socio-economic system of the United States. Emphasis on analytical and normative problem solving and managerial decision making central to the relevant marketing concepts.

(Change in prerequisites.)

Mktg 416. Consumer and Survey Research. (3)

Study of the techniques of marketing research, particularly those related to survey research including sampling, questionnaire design, means of data generation, and techniques for data analysis.

Prerequisite: Mktg 366.

(Deletion of graduate credit.)

Mktg 460. Purchasing. (3)

(Deletion of graduate credit.)

SCHOOL OF HEALTH AND PHYSICAL EDUCATION

Change in Old Course

HE 123. Introduction to Health Education. (3)
(Change in credit hours from (2) to (3).

New Courses

PE 296. Dance Laboratory - Ballet I, II, III. (2)
Intermediate ballet technique. Emphasis on execution and application of all basic ballet vocabulary and on alignment and skill development. Prerequisite: Intermediate skill level required.

PE 344. Management and Administration of Dance. (3)
The administration of dance in the private studio and in the educational setting, the management and organization of dance performances, and the management and funding of dance companies.

SCHOOL OF SOCIAL WORK

New Courses

SW 510. Experimental Course. Credit to be arranged.

SW 538. Social Work and Health Care. (2)

Development of knowledge about physiological, psychological, and social components of various illnesses/conditions encountered in health care settings. Various intervention roles and techniques relevant to health care settings will be examined.

SW 539. Social Work with Alcoholics and their Families. (2)

Examination of the development of alcoholism, the detection of the alcoholic, engaging and keeping him/her in treatment, and various treatment models in the field of alcoholism.

SW 543. Social Work with the Elderly. (2)

Examination of psychological, physiological and social factors of aging, federal and state policies related to the elderly, various social services for the aged, and the roles of social workers and other service providers.

SW 544. Family Therapy. (2)

Focus on alternative ideas of family therapy and an eclectic conceptualization of the family as an intra-actional system inclusive of systems, developmental, and interactional perspectives. It brings together several alternative models of family therapy with an analysis of selected models and techniques for social work intervention.

SW 545. Women's Issues in Social Work Practice. (2)

An overview of some of the particular issues concerning women as a group, as social work clients, and as social workers from an integrated perspective of feminism and social work practice.

To: Faculty Senate - November meeting

From: Graduate Council - Ansel Johnson, Chairman



Re: Program and Course Proposals for Arts and Letters and Science.

Arts and Letters

1- Program Changes

A- MA in Theater Arts

Addition of topics for the option of Research thesis, 2 papers, or the production project.

B- MAT/MST in Theater Arts

Same as A above, plus addition of the statement of background required to enter the MAT/MST program.

2- Course Changes

Art and Architecture

AA 465 (g) Addition of graduate credit

AA 489 (g) Change prerequisites

AA 502 Delete limit of (3-6) hrs

English

Eng 490 (g) Added description of course

Philosophy

Phl 413, 414, 415, 416, 417, 418, 419, 420

Added prerequisites

Speech Communication

Sp 484 Change Title and credit hours

Sp 540 (3) New course

Theater Arts

TA 412 add prerequisites

TA 430, 435 New courses

TA 461, 462, 463 TA 467, 468, 469 (revise description and move sequence to more logical position.

TA 474 Change title and description.

Motion: Move approval of the above graduate programs, new courses, and course changes for Arts and Letters.

Science

1-No program changes

2-Course Changes

Mathematics

Added new prerequisites, or changed old ones for the following courses:

Mth 411,412,413; 421,422,423; 424,425; 431,432,433; 434; 437,438; 441,442,443;444,445; 447; 450; 451,452, 453; 461,462,463; 467,468,469; 471; 511,512,513; 514, 515,516; 521,522,523; 524,525,526; 531,532,533; 541, 542,543; 551,552,553; 554; 555, 556; 561,562,563; 564, 565,566.

Motion: Move approval of the above Graduate Course changes for Science.

REQUEST FOR THE FOLLOWING CHANGES IN
MASTER OF ARTS IN THEATER ARTS

Existing Catalog Statement:

The student must successfully complete a minimum of 45 graduate credits with a minimum of 36 credits of approved courses in theater arts. Nine credits may be taken in an approved area outside the Department of Theater Arts. In addition, the student must successfully complete one of the following projects, for which no less than 6 graduate credits in theater arts will be given:

(1) a research thesis on an approved topic from the fields of theater history, dramatic literature, or criticism, (2) two papers of acceptable scope on subjects chosen from the fields of theater history, dramatic literature, or criticism, (3) a production for public performance of a full-length play, or (4) the composition of two one-act or one full-length play. An oral examination is also required.

Prospective graduate students who plan to take a Master of Arts should present a minimum of 28 credits in theater arts, including 9 credits in acting, 6 credits in directing, 9 credits in technical theater, 3 credits in costuming, and 1 credit in makeup, or equivalent competencies as determined by the department. Individual students may be required to take additional graduate and undergraduate courses to make up deficiencies.

Proposed Catalog Statement

The student must successfully complete a minimum of 45 graduate credits with a minimum of 36 credits of approved courses in theater arts. Nine credits may be taken in an approved area outside the Department of Theater Arts. In addition, the student must successfully complete one of the following projects, for which no less than 6 graduate credits in theater arts will be given: (1) a research thesis on an approved topic from the fields of theater history, theory, practice, or dramatic literature and criticism, (2) two papers of appropriate length on subjects chosen from the fields of theater history, theory, practice, and dramatic literature and criticism; after demonstrating qualifications, (3) a production project in directing, scene design, lighting design, acting, or costume design, or (4) the composition of two one-act plays or one full-length play. An oral examination is required.

Prospective graduate students who plan to take a Master of Arts should present a minimum of 28 credits in theater arts, including 9 credits in acting, 6 credits in directing, 9 credits in technical theater, 3 credits in costuming, and 1 credit in makeup, or equivalent competencies as determined by the department. Individual students may be required to take additional graduate and undergraduate courses to make up deficiencies.

Rationale:

The adjustments in the MA requirements will allow further flexibility in creating courses of study that serve the variety of needs and requirements characteristic of the department's graduate students. The adjustments will expand possible research topics for theses and papers to include the full spectrum of theater arts.

Request prepared by	<u>William M. Tate</u>	Date	<u>3/23/81</u>
Approved by TA Curriculum Committee	<u>Phyllis L. Peatler</u>	Date	<u>4/30/81</u>
Approved by Department Chairman	<u>William M. Tate</u>	Date	<u>4/29/81</u>
Approved by College Curriculum Committee	<u>John Tate</u>	Date	<u>5/1/81</u>
Approved by College Dean	<u>John Tate</u>	Date	<u>5/1/81</u>

PORTLAND STATE UNIVERSITY

REQUEST FOR THE FOLLOWING CHANGES IN
MAT/MST IN THEATER ARTS

Existing Catalog Statement:

The student's program must contain at least 9 credits in professional education courses and at least 30 credits in academic courses, 27 of which must be in graduate courses in theater arts or related fields.

A prospective M.A.T./M.S.T. candidate must hold a basic teaching certificate in theater arts before making application to the program, or must fulfill basic certification requirements before admission to graduate study.

The candidate must complete any one of the following: (1) a research thesis on an approved topic from the fields of theater history, dramatic literature, or criticism, (2) two papers of acceptable length on subjects chosen from the fields of theater history and/or dramatic literature, (3) the production, for public performance, of a full-length play, or (4) the composition of one full-length or two one-act plays. An oral examination is also required.

Proposed Catalog Statement:

The student's program must contain at least 9 credits in professional education courses and at least 30 credits in academic courses, 27 of which must be in graduate courses in theater arts or related fields.

A prospective M.A.T./M.S.T. candidate must hold a basic teaching certificate in theater arts before making application to the program, or must fulfill basic certification requirements before admission to graduate study.

The student must complete any one of the following projects, for which no less than 6 graduate credits in theater arts will be given: (1) a research thesis on an approved topic from the fields of theater history, theory, practice, or dramatic literature and criticism, (2) two papers of appropriate length on subjects chosen from the fields of theater history, theory, practice, or dramatic literature and criticism; after demonstrating qualifications, (3) a production project in directing, scene design, lighting design, acting, or costume design, or (4) the composition of two one-act plays or one full-length play. An oral examination is required.

Prospective graduate students who plan to take a Master of Arts in Teaching or a Master of Science in Teaching should present a minimum of 28 credits in theater arts, including 9 credits in acting, 6 credits in directing, 9 credits in technical theater, 3 credits in costuming and 1 credit in makeup, or equivalent competencies as determined by the department. Individual students may be required to take additional graduate and undergraduate courses to make up deficiencies.

Rationale:

The adjustments in the MAT/MST requirements will allow further flexibility in creating courses of study that serve the variety of needs and requirements characteristic of the department's graduate students. The adjustments will expand possible research topics for theses and papers to include the full spectrum of theater arts.

Will clarify the minimum number of hours in theater arts that a prospective graduate student is expected to bring into the program, must make up as deficiencies, or be required to take as part of his/her graduate program.

Request prepared by	<u>William M. Tate</u>	Date	<u>3/20/81</u>
Approved by TA Curriculum Committee	<u>Paul E. Reatter</u>	Date	<u>4/29/81</u>
Approved by Department Chairman	<u>William M. Tate</u>	Date	<u>4/29/81</u>
Approved by College Curriculum Committee	<u>James Hill</u>	Date	<u>5/1/81</u>
Approved by College Dean	<u>S. J. [Signature]</u>	Date	<u>5/1/81</u>